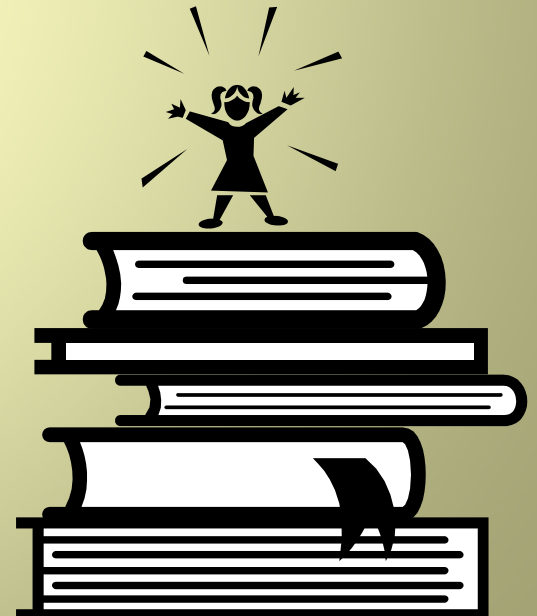


2014 Accommodation Policy:

Student Scenarios

November 2013



Disclaimer

- These slides have been prepared and approved by the Student Assessment Division of the Texas Education Agency.
- If any slide is amended or revised for use in local or regional trainings, please remove this slide as well as the TEA footer at the bottom of each slide.

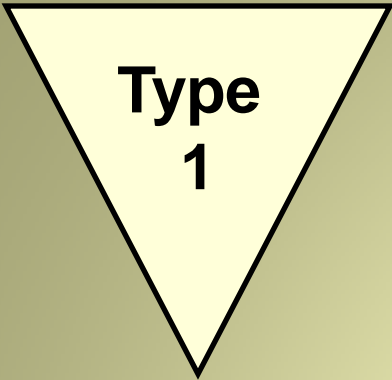
Purpose

- All student scenarios previously found in the accommodation policy documents are now included only in this PowerPoint.
- These student scenarios are intended to clarify accommodation policy. They do not address every accommodation, nor do they address every student situation.



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**Type
1**

TYPE 1 ACCOMMODATIONS

ORAL/SIGNED ADMINISTRATION





Question

- Tanesha is an eighth grade student who is eligible for special education services as speech impaired. She has difficulty comprehending what she reads independently; however, orally presenting written material to her is effective. Tanesha's scores on reading comprehension assignments are dramatically higher when questions and answers are presented orally versus read independently. Teacher observations also indicate that Tanesha answers comprehension questions more accurately during classroom discussions of grade-level texts.
- Can Tanesha have an oral administration on the STAAR grade 8 assessments?

Answer



- *Yes. Tanesha routinely and effectively uses this accommodation in the classroom, receives special education services, and has evidence of reading difficulties. However, only the test questions and answer choices from each assessment may be read aloud. The reading selections from the reading assessment may not be read aloud to students.*



Question

- Nathan is a fourth grade student not receiving special education or Section 504 services. He struggles with decoding when reading grade-level texts, but he has not been identified with dyslexia. His teacher reports that Nathan's comprehension improves when material is read aloud to him.
- Can Nathan have an oral administration on the STAAR grade 4 assessments?

Answer



- *No. Students who do not receive special education or Section 504 services must be identified with dyslexia in order to meet the eligibility criteria for oral administration.*

SPELLING ASSISTANCE





Question

- This writing sample is from Kenneth, a seventh grade student receiving special education services. His IEP contains goals and accommodations to address his deficits in spelling during classroom instruction.
- Based on this information and the writing sample below, does Kenneth meet the eligibility criteria for Spelling Assistance?

im a beet you. his cuzing said oh.
Jamal prectis and prectis it been 2 wks.
weech. Jamal lost. But his cuzing was
proud of him. he miss a lay up
the score was 20 to 10 Jamal now not to
cheat people difera.

I'm a beat you. His cousin said, "Ok." Jamal practiced and practiced It been two weeks. Jamal lost. But his cousin was proud of him. He (?). He missed a layup The score was 20 to 10 Jamal knows not to treat people different.

Answer



- *Yes. Kenneth can organize and develop ideas and can construct a sentence but is not able to apply spelling rules and word patterns to written responses. Some words are spelled phonetically and can be read. Some words can be read only with context clues. Still other words are almost unrecognizable, and the reader must guess at their meaning.*



Question

- This writing sample is from Cameron, a seventh grade student receiving special education services. His IEP briefly addresses grade-level sight word spelling as an area of weakness.
- Based on this information and the writing sample below, does Cameron meet the eligibility criteria for Spelling Assistance?

Jim was alone day by day because of the fish had
(V) shapes tail and he had long flat tail, so Jim made
the best of his time alone. He would swim as
fast as he could through rocks and seaweed until he
get tired.

Jim was alone day by day because of the fish had (V) shapes tail and he had long flat tail. So Jim made the best of his time alone. He would swim as fast as he could through rocks and seaweed until he got tired.

Answer

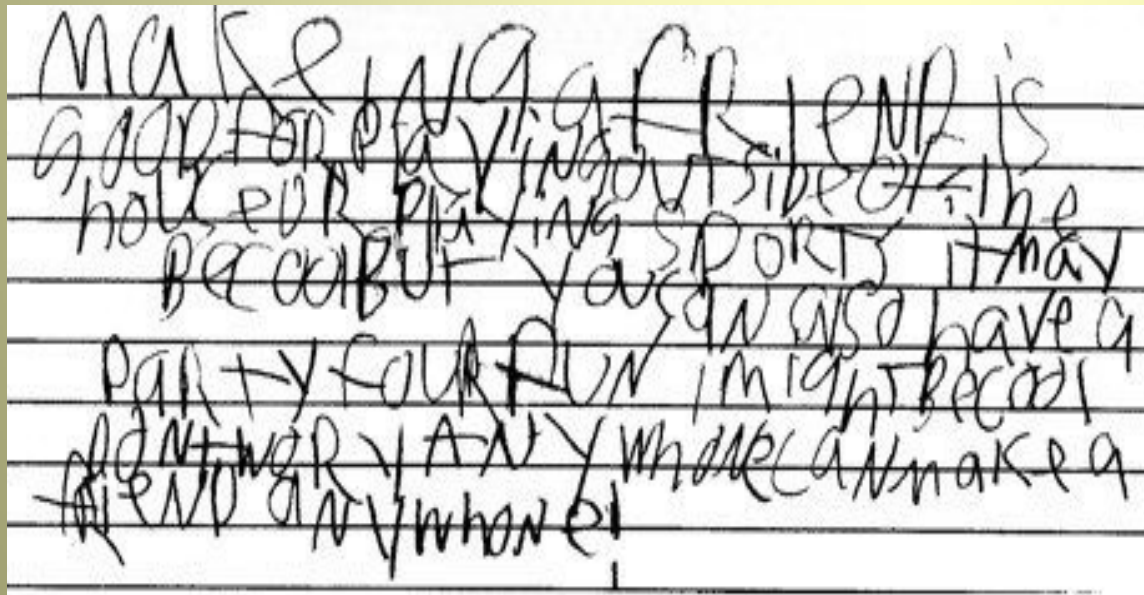


- *No. Cameron can apply spelling rules and word patterns to written responses and spells more words right than wrong. Spelling assistance is not for students who exhibit reversals, careless mistakes, or random misspellings.*



Question

- This writing sample is from Marla, a seventh grade student receiving Section 504 services. Her IEP addresses her weakness in fine motor skills.
- Based on this information and the writing sample below, does Marla meet the eligibility criteria for Spelling Assistance?



Making a friend is good for playing outside of the house or playing sports it may be cool but you can also have a party for fun I might be cool don't worry anyone can make a friend anyone!

Answer



- *No. Marla spells almost every word correctly. Spelling assistance is not intended for students who have poor handwriting or who have difficulty writing in a straight line.*

CALCULATION DEVICES





Question

- Rajiv is a fourth grade student receiving special education services for disabilities in reading and mathematics. He struggles in all areas of mathematics, from recalling basic facts to remembering how to regroup. He has been using a calculator in classroom instruction and testing all year and has improved his ability to arrive at the right answer more often.
- Can Rajiv be provided a calculator on the STAAR Modified grade 4 mathematics assessment?

Answer



- *No. Rajiv does not meet the eligibility criteria for students in grades 3 and 4 because he has no difficulty writing numbers and has normal vision. It is the expectation that students in grades 3 and 4 be given the opportunity to learn and practice the skills in the TEKS related to addition, subtraction, multiplication, and division without the use of technology.*



Question

- Eliza is a fifth grade student not receiving special education or Section 504 services. She struggles with mathematics computations, but her performance improves when she uses a calculator. She uses a calculator routinely during classroom instruction and testing.
- Can Eliza be provided a calculator to use on the STAAR grade 5 mathematics and science assessments?

Answer



- *No. Eliza does not meet the eligibility criteria because she does not receive special education or Section 504 services.*



Question

- Jesse is a seventh grade student receiving Section 504 services for a disability not related to mathematics calculation. His problem-solving and reasoning skills are strong. However, due to short-term memory deficits, he is unable to remember the steps needed to solve complex mathematics problems with algorithms and often loses his place in the calculation process. Jesse has attended after-school tutoring all year, but scores on classroom assignments and tests indicate that his performance has not improved. A calculator has been added to his IAP, and he now uses it routinely during classroom instruction and testing. This accommodation has allowed Jesse to more appropriately demonstrate his problem-solving skills.
- Can Jesse be provided a calculator on the STAAR grade 7 mathematics assessment?

Answer



- *Yes. Jesse meets the eligibility criteria for students in grades 5 through 8. Although he has received intensive instruction and remediation, he is still unable to correctly perform the steps in an algorithm to complete more complex mathematics problems.*



Question

- Victor is an eighth grade student receiving special education services to address his needs related to a physical disability. He does not struggle with mathematics reasoning and computation, and he is able to write with a pencil for short amounts of time. However, after writing for about an hour, his muscles become fatigued and begin to cramp. When this occurs, Victor must take a break, which lengthens the time it takes for him to complete mathematics assignments and tests. Because of his needs related to his physical disability, Victor has routinely used a calculator for assignments and tests that are more lengthy.
- Can Victor be provided a calculator on the STAAR grade 8 mathematics assessment?

Answer



- *Yes. Victor meets the eligibility criteria for calculator use for students in grade 8 because he has a physical disability that prevents him from independently writing the numbers required for computations. Using other allowable materials that require Victor to write are not appropriate given the nature of his disability.*



Question

- Gabby is a sixth grade student receiving special education services under Other Health Impairment to address her needs related to a chronic medical condition. Medication for Gabby's heart condition affects her stamina and alertness, making it difficult for her to carry out multistep problems correctly. The ARD committee recently added a calculator as an accommodation for classroom use, which has allowed Gabby to continue to progress in mathematics instruction.
- Can Gabby be provided a calculator on the STAAR grade 6 mathematics assessment?

Answer



- *Yes. Gabby meets the eligibility criteria for students in grades 5 through 8:*
 - *She receives special education services.*
 - *She routinely uses a calculator in the classroom with positive results.*
 - *Her disability affects her ability to complete mathematics calculations correctly, and although intensive instruction and remediation are ongoing, success is limited.*

EXTRA TIME (SAME DAY)





Question

- Brian is a middle school student who receives special education services under the eligibility of autism. Over the course of middle school, his teachers have tried various strategies and plans to encourage Brian's appropriate participation in general education classes. The best approach is when Brian uses a daily reminder chart to ensure that he gets to the correct classes, participates appropriately, and completes classroom assignments and tests. Brian checks in with a social skills teacher periodically throughout the day to review his chart and receive positive reinforcement for all categories successfully completed. There is evidence that on days when this routine cannot be maintained (e.g., prior state assessments, field trips, or special programs during the school day), Brian can become agitated and somewhat confused.
- Can Brian receive extra time on his STAAR assessments in order to maintain some critical elements of his routine, for instance attending his favorite class, going to lunch at his specified time, and checking in with his social skills teacher throughout the day?

Answer



- *Yes. Brian is identified with autism and benefits from being able to maintain as much of his daily routine as possible on test day. There is evidence that this daily routine is very effective in meeting Brian's needs, given that other strategies have been attempted and discontinued over the years.*



Question

- Peyton is a third grade diabetic student who is required to check her blood sugar each morning and afternoon during the school day.
- Can she have extra time on the STAAR grade 3 assessments?

Answer



- *No. According to the STAAR Time Limits Policies and Procedures document, medical breaks are **NOT** included in the time limit. The test administrator must stop the time clock for a student who goes to the nurse for medical reasons. The test administrator must document the time the student stops and restarts the test and must make the student aware of his or her adjusted testing time. However, if a student's health condition requires longer or more frequent breaks throughout the day, extra time may be considered.*



Question

- Noah is a fifth grade student who receives special education services under the eligibility of specific learning disability. He attends a resource mathematics class, as this is his greatest area of need according to his Full and Individual Evaluation. However, Noah's teacher also reported to the ARD committee that Noah struggles in reading comprehension. He is able to decode grade-level texts, but it takes him much longer than his peers to complete reading comprehension assignments and tests. Therefore, Noah receives small-group reading support in the classroom, as well as content mastery support on an as-needed basis for longer reading assignments.
- Can Noah have extra time on the STAAR grade 5 reading assessment?

Answer



- *Yes. Noah receives special education services and has IEP documentation of reading difficulty. But he is able to effectively participate in grade-level instruction when given extra time on reading assignments and no other accommodation is as effective.*

LARGE PRINT





Question

- Malcolm is a high school student receiving Section 504 services. His weaknesses are in basic reading skills and decoding unfamiliar words. He has difficulty discriminating the space between words and lines of text when reading text with a small point size (e.g., 10–12 point). Malcolm reports that the letters jump around and shake, which causes him to continuously lose his place. He has to reread a passage multiple times due to these tracking errors, so his reading rate is slow and laborious. While reading text with approximately 14–16 point size, Malcolm is able to remain focused on the print and track words and lines of text more carefully and accurately. Scores on classroom assignments and tests with and without a larger print show that Malcolm's scores improve when provided large-print materials. Teacher observations indicate that his comprehension also greatly improves when using large-print materials.
- Can large-print test materials be ordered for Malcolm?

Answer



- *Yes. Malcolm meets the eligibility criteria, and evidence indicates that the use of large-print materials is effective.*



Question

- Sarina is a fourth grade student not receiving special education or Section 504 services. She has characteristics of dyslexia that interfere with her ability to read fluently. Scores on the visual perception section of a local dyslexia test suggested difficulty with visual clutter and tight text. Enlarged print and more white space on a page were recommended to address this problem. Classroom tests have been given in both 12-point print and 15-point print. Some improvement has been seen with the larger print.
- Can large-print test materials be ordered for Sarina?

Answer



- It is not clear whether Sarina meets the eligibility criteria. The school needs to collect additional evidence before making the decision to order large-print assessments. Although Sarina may have a disability that affects her reading speed and/or accuracy and local tests recommend using large-print materials, there is little evidence that the use of these materials is effective in addressing Sarina's specific needs. Additional information should be collected that supports the need for ordering large-print test materials.*



Question

- Toby is a sixth grade student receiving special education services for a visual impairment. The vision teacher reports that Toby requires the use of a magnifying glass in order to read 18-point print, but continued use often causes eye fatigue and strain. However, Toby is able to independently and comfortably read materials that are at least 24-point.
- Can large-print test materials be ordered for Toby?

Answer



- *No. According to the Font and Point Sizes Matrices, the STAAR large-print test materials are not adequate for Toby's needs. Campus personnel should refer to the Photocopying Test Materials accommodation policy.*



Question

- Jacob is a third grade student receiving special education services for Other Health Impairment. He sits at the teacher's computer so that he can follow along during PowerPoint presentations. When reading, Jacob continuously blinks and moves his head, skips lines, omits or transposes words, and loses his place often, even when using a place marker. In the past when Jacob used 10- to 12-point print, he scored approximately 60–70% on the majority of assignments. This year Jacob has been given print materials in 15-point or larger, and his past reading behaviors have decreased, resulting in scores of 90% or higher on the majority of assignments.
- Can large-print test materials be ordered for Jacob?

Answer



- *Yes. Jacob meets the eligibility criteria, and evidence proves that the use of large-print materials is effective.*



Question

- Alexis is an eighth grade student receiving special education services. She has muscular dystrophy, uses a wheelchair, and has an adult aide with her at all times. Alexis receives all instructional materials in large print, allowing her to physically indicate her responses (e.g., pointing to specific areas on the page) for the aide to transcribe. Alexis makes few mistakes when provided with large-print materials, often improving scores on assignments from 25% to 75–100%.
- Can large-print test materials be ordered for Alexis?

Answer



- *Yes. Alexis meets the eligibility criteria, and evidence proves that the use of large-print materials is effective.*

DICTIONARY





Question

- Lindsay is a third grade student receiving special education services. She struggles with memory retrieval, which affects her ability to understand and learn vocabulary. She has been successful when using a dictionary to look up unfamiliar words while reading grade-level texts.
- Can Lindsay use a dictionary on the STAAR Modified grade 3 reading assessment?

Answer



- *Yes. Lindsay meets the eligibility criteria and may use a dictionary on the STAAR Modified grade 3 reading assessment.*



Question

- Cassie is a fourth grade student receiving Section 504 services for dyslexia. She uses an electronic dictionary that “reads” the definitions aloud to her for words that are difficult for her to decode. She is able to comprehend grade-level texts when using this accommodation.
- Can Cassie use an electronic dictionary on the STAAR grade 4 reading assessment?

Answer



- *Yes. Cassie meets the eligibility criteria and may use an electronic dictionary on the STAAR grade 4 reading assessment.*



Question

- Kelvin is a fourth grade student receiving special education services. He has weak decoding skills, which affects his ability to comprehend grade-level texts. Kelvin is learning to use an electronic dictionary while reading independently. The teacher reports that Kelvin needs assistance while learning to use this technology.
- Can Kelvin use this dictionary on the STAAR Modified grade 4 reading assessment next week?

Answer



- *No. Although Kelvin is learning to use the electronic dictionary in classroom instruction, he is not able to use it independently and effectively at this time.*



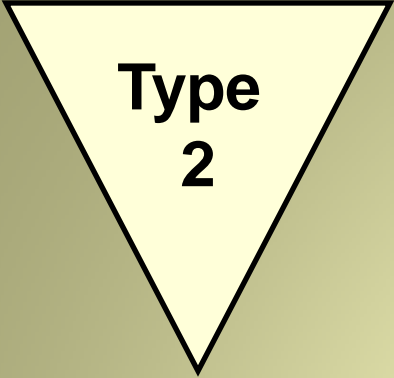
Question

- Ethan is a fifth grade student not receiving special education or Section 504 services. He has trouble decoding words, which hampers his ability to understand their meaning. He struggles with reading but has success when he has access to a dictionary.
- Can Ethan use a dictionary on the STAAR grade 5 reading assessment?

Answer



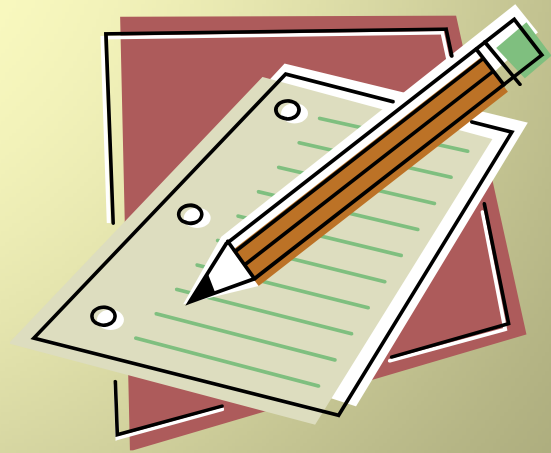
- *No. Ethan does not meet the eligibility criteria because he does not receive special education or Section 504 services.*



**Type
2**

TYPE 2 ACCOMMODATIONS

COMPLEX TRANSCRIBING





Question

- Michael has Muscular Dystrophy, which severely limits his fine motor ability. He is not able to hold a pencil and lacks the fine motor skills needed to operate a computer. Michael dictates his compositions to an adult as the adult types the composition on a computer. The composition is projected on a screen so he can see what he has written and indicate to the adult the corrections that need to be made. Without this accommodation, Michael is unable to complete any type of written assignment.
- Based on this rationale, is the Accommodation Request Form for Complex Transcribing approved or denied?

Answer



- *This request is approved since Complex Transcribing is the only way for Michael to access the composition portion of the state writing test. No writing sample was submitted because it was not possible for Michael to physically produce a written response.*



Question

- Britnee qualifies for special education services due to a visual impairment and is currently learning Braille. Her VI teacher works with her classroom teacher to ensure that lighting, print size, and font are appropriate. She routinely provides oral responses in lieu of written responses and uses math manipulatives instead of written computation to show knowledge. Britnee's teachers have experimented extensively with assistive technology as a way for her to respond; however, she has yet to gain proficiency due to fine motor difficulties associated with an additional medical diagnosis.
- Based on this rationale, is the Accommodation Request Form for Complex Transcribing approved or denied?

Answer



- *This request is approved since Complex Transcribing is the only way for Britnee to access the composition portion of the state writing test at this time. No writing sample was submitted because it was not possible for Britnee to physically produce a written response.*



Question

- Sonia is currently receiving Section 504 and homebound services. She is diagnosed with a specified pain syndrome that impacts her ability to write. Due to the severity of her pain, Type 1 accommodations are not appropriate to address her transcribing needs. The pain is so severe that she has all assignments, quizzes, and tests transcribed for her.
- Based on this rationale, is the Accommodation Request Form for Complex Transcribing approved or denied?

Answer



- *This request is approved since Complex Transcribing is the only way for Sonia to access the composition portion of the state writing test at this time. No writing sample was submitted because it was not appropriate to ask Sonia to physically produce a written response.*



Question

- Erik qualifies for special education with an Other Health Impairment. He has a progressive, degenerative disease that affects his reading, writing, processing, and speaking. One characteristic includes abnormal eye movements that impair reading and tracking when writing. Although he is able to physically write, he becomes exhausted during long periods of writing, which exacerbates his disorder and increases the rate it degenerates his muscular system. On a daily basis, Erik orally dictates written assignments across curricular areas. Consultation with assistive technology staff and his occupational therapist have been ongoing, and multiple means of alternate transcriptions have been tried with little success. He has tried typing his compositions on a computer, but this has been ineffective. The teacher observes that Erik has strong spelling skills, but his muscle control is poor so he frequently hits the wrong keys. This results in accidental misspellings and deletions. Key guards placed on standard keyboards to help prevent hitting the wrong keys make it more difficult for his weaker muscles to press down on the keys and type effectively. Using speech-to-text software is not an option because his oral speech is impaired and the software cannot accurately translate what he is trying to say.
- Based on this rationale, is the Accommodation Request Form for Complex Transcribing approved or denied?

Answer

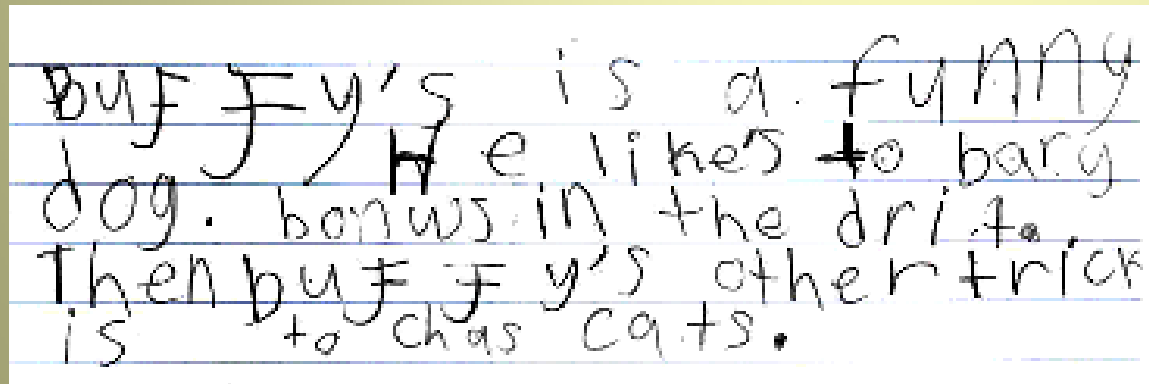


- *This request is approved since Complex Transcribing is the only way for Erik to access the composition portion of the state writing test. No writing sample was submitted because it was not possible for Erik to physically produce a written response.*



Question

- McKenna has deficits in written expression and needs this type of accommodation to be successful on STAAR Modified. She gets very agitated and shuts down if she is required to write lengthy assignments. Her hands shake, which impacts her ability to write correctly on a line or in space. McKenna has spatial and visual deficits in her writing, which cause letters and words to crowd up in space. She has a hard time writing complete thoughts, but can verbalize them without a problem. McKenna has a problem with sentence structure and writing in complete sentences due to becoming agitated when trying to express herself through writing.
- Based on this rationale and the writing sample below, is the Accommodation Request Form for Complex Transcribing approved or denied?



Buffy is a funny dog. He likes to bury bones in the dirt. Then Buffy's other trick is to chase cats.

Answer

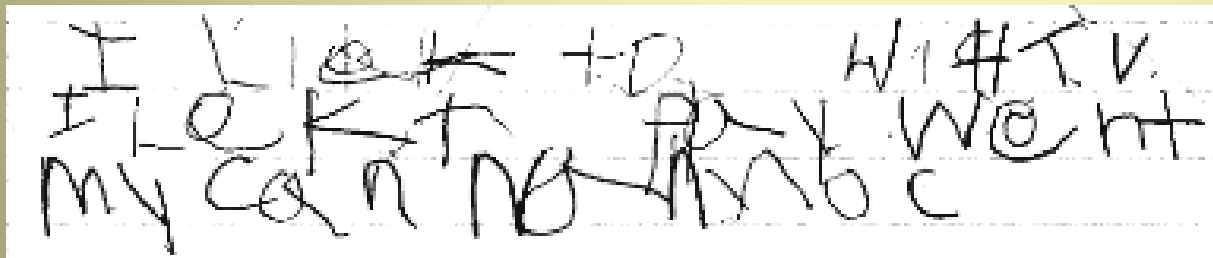


- *This request is denied. Although McKenna has difficulty writing on the lines of the paper, she is able to produce a clear written response. The campus may want to provide her with large-lined or raise-lined scratch paper to record her responses for the test administrator to transcribe onto the answer document. This is allowable for any student who needs it per the 2014 Campus and Coordinator Manual.*



Question

- Derek is eligible for special education services as learning disabled. When he took the district writing test without the transcribing accommodation, his response was not scorable due to lack of legibility. However, when the transcribing accommodation was given to him, he scored a 70%.
- Based on this rationale and the writing sample below, is the Accommodation Request Form for Complex Transcribing approved or denied?



I like to watch T.V. I like to play with my [can n? ? moc].

Answer



- *This request is denied. Derek is capable of producing a written response. Words and individual letters in the writing sample are recognizable for the most part.*
- *The student must respond in writing (e.g., handwritten, typed) if physically able to do so. A specific Reporting Category, Composition, in the assessed curriculum for grades 4 and 7 and in English I and English II states that a student will demonstrate an ability to compose a variety of written texts with a clear, central idea; coherent organization; sufficient development; and effective use of language and conventions (wording is similar but slightly different at each grade/course).*
- *So, for example, if a student can develop and organize a response, but he or she has spelling deficits, the assessment results should reflect this and provide a valid indication of the student's independent writing abilities.*



Question

- Tomoko is eligible for special education services as Other Health Impaired, and attends occupational therapy weekly. She is also identified with dyslexia and receives services for this disability. She is unable to produce written work. Tomoko's fine motor skills and pencil grip lead to poor letter formation. Tomoko's spacing, poor line orientation, and spelling deficits make it very difficult for her to write. Even with a word list, she is not able to successfully choose the words she needs help to spell. When given a writing prompt along with a word list and asked to write independently (then teacher transcribes, Type 1 Basic Transcribing), Tomoko becomes frustrated. When asked to dictate a story to a writing prompt as the teacher writes (Type 2 Complex Transcribing), she can tell a story, although has a hard time making complex sentences and loses track of her thoughts.
- Based on this rationale and the writing sample below, is the Accommodation Request Form for Complex Transcribing approved or denied?

A photograph of a handwritten writing sample on lined paper. The text is written in a cursive, somewhat illegible script. The words appear to be: "btr slosu subee mi", "Subeeles metfel", "metfel toas las up", "Weti bwes basbebol".

Answer



- *This request is denied. Tomoko is capable of producing a written response. Words and individual letters in the writing sample are recognizable for the most part.*
- *The student must respond in writing (e.g., handwritten, typed) if physically able to do so. A specific Reporting Category, Composition, in the assessed curriculum for grades 4 and 7 and in English I and English II states that a student will demonstrate an ability to compose a variety of written texts with a clear, central idea; coherent organization; sufficient development; and effective use of language and conventions (wording is similar but slightly different at each grade/course).*
- *So, for example, if a student has deficits in producing a developed, cohesive response with correct English conventions, the assessment results should reflect this and provide a valid indication of the student's independent writing abilities.*

MATHEMATICS SCRIBE





Question

- Lilia is in fourth grade, is wheelchair-bound and has extremely limited use of her hands and arms. She cannot hold a pencil, so using scratch paper is not an option. For some written tasks, Lilia accesses the word processor using eye-gaze technology. When not using the computer, her full-time aide assists her in completing all written tasks. For example, Lilia dictates all calculations step-by-step while the aide writes exactly what she dictates. This procedure has been working well during mathematics instruction and testing.
- Based on this rationale, is the Accommodation Request Form for Math Scribe approved or denied?

Answer



- *This request is approved. There is evidence that Lilia has a physically disabling condition that prevents her from independently and effectively recording scratch work. She and her aide have routinely and effectively used this accommodation throughout the school year. In addition, using various types of scratch paper/another workspace and using a calculator are not appropriate given the nature of her condition.*



Question

- Alejandro is in ninth grade and has spinal muscular atrophy. Due to the degenerative progression of symptoms, he has severe spinal and bone deformities and limited use of all body muscles. These disabling conditions prevent him from writing on his own or operating technology. Alejandro dictates all math and science computations to the teacher, who then writes on a white board or operates the calculator.
- Based on this rationale, is the Accommodation Request Form for Math Scribe approved or denied?

Answer



- *This request is approved. There is evidence that Alejandro meets each of the required eligibility criteria for a mathematics scribe. The test administrator may record scratch work as well as press the buttons on the calculation device based on Alejandro's directions.*



Question

- Olivia is in seventh grade and has had surgery on her dominant hand in March. She will still be in a cast during the administration of the mathematics test. She has tried writing scratch work with her non-dominant hand on a white board or large paper, but this has been unsuccessful because she often cannot line up the numbers with accuracy or read her own writing. In addition, using the calculator isn't entirely effective because she is unable to write down the solutions between steps of more complex problems. The math teacher states that she has started writing the math scratch work based on Olivia's dictated directions, which seems to be an effective and appropriate approach for addressing this need. Olivia will be unable to complete her mathematics assessment this year without this accommodation.
- Based on this rationale, is the Accommodation Request Form for Math Scribe approved or denied?

Answer



- *This request is approved. While Olivia's physically disabling condition is considered temporary, she is currently unable to independently and effectively record her own scratch work. There is evidence that she meets all of the required eligibility criteria for a mathematics scribe. The allowance of this accommodation on a state mathematics assessment does not transfer to subsequent years after Olivia's hand recovers.*

EXTRA DAY





Question

- Thomas is a fifth grade student identified with an autism spectrum disorder. He will spend as long as 25 minutes on a single math question and over an hour on the questions for one reading passage. When given sufficient time to complete assignments, Thomas can successfully complete grade-level work. Once he has started a task, Thomas refuses to take a break until he is finished. If Thomas thinks he will not have time to finish he becomes very agitated, begins to tremble, and often hyperventilates. During last year's STAAR assessment he was so worried about running out of time that he refused to take any breaks throughout the day. Thomas is always provided with an individual administration. General and individualized structured reminders to stay on task are not needed and are counterproductive because any reminder of the time constraint raises Thomas's anxiety level. Last year Thomas was given the accommodation of Extra Time (Same Day). He did not finish either his math or reading test. This year when given a reading benchmark and a classroom assessment comparable to the STAAR assessment, Thomas was allowed two days to test. He worked for six hours each day, answered all questions, and received a score of 85% correct.
- Based on this rationale, is the Accommodation Request Form for Extra Day approved or denied?

Answer



- *This request is approved. This rationale clearly shows that time is the obstacle to Thomas's success and that he will be unable to complete the assessment in one day. It includes evidence that other accommodations, Extra Time (Same Day) and Individualized Structured Reminders to Stay on Task, do not adequately address his needs. This rationale also indicates allowable test procedures, general reminders to stay on task and individual administration, that have been tried with no success. In addition, evidence has been provided that shows that allowing Thomas to have an additional day does meet his need.*



Question

- A.J. is identified with an autism spectrum disorder. She often experiences emotional outbursts (yelling, throwing objects, and crying). When presented with a lengthy assignment, A.J. shuts down, refuses to work, and may try to tear the pages. Due to the severity of her coping skills in a general education classroom setting, A.J. is assigned a one-on-one assistant. When an outburst occurs, the assistant takes A.J. out of the classroom. A break of up to 15 minutes may be needed before A.J. will resume work. Because breaks are required, A.J. may need an additional day for testing. Last year when restricted to four hours of testing, A.J. ran out of time and did not finish any of the eighth grade STAAR tests.
- Based on this rationale, is the Accommodation Request Form for Extra Day approved or denied?

Answer



- *This request is denied. Though A.J. exhibits severe reactions, there is not a clear connection to time as the factor responsible for her behavioral issues. There is no evidence that an attempt to address her needs with other accommodations (e.g., individual administration, chunking of work into smaller sections, Extra Time) has been made, nor was there evidence given which showed that providing an Extra Day would meet A.J.'s needs.*

OTHER





Question

- The district testing coordinator calls their TEA representative on the Accommodations Task Force to see if they can request that a student use two test booklets for the reading and writing tests. This student has a physical disability and the use of two test booklets has proven to reduce fatigue associated with turning pages.
- Based on this information, is it likely that the TEA task force member will enter into the online Accommodation Request Form this request for an Other accommodation?

Answer



- *Yes. The TEA task force member will enter into the online Accommodation Request Form this request for an Other accommodation*
- *Once the TEA Accommodations Task Force has received detailed information about the need for this accommodation, an approval or denial will be communicated to the district testing coordinator.*



Question

- The district testing coordinator calls their TEA representative on the Accommodations Task Force to see if they can request that a test administrator be able to highlight every other line of text in the test booklet. This accommodation is for a student with a visual impairment, and has proven to help the student with tracking text from line to line.
- Based on this information, is it likely that the TEA task force member will enter into the online Accommodation Request Form this request for an Other accommodation?

Answer



- *Yes. The TEA task force member will enter into the online Accommodation Request Form this request for an Other accommodation*
- *Once the TEA Accommodations Task Force has received detailed information about the need for this accommodation, an approval or denial will be communicated to the district testing coordinator.*



Question

- The district testing coordinator calls their TEA representative on the Accommodations Task Force to see if they can request that the reading selections on a reading test be read aloud to a student. This student has been recently blinded and does not read braille.
- Based on this information, is it likely that the TEA task force member will enter into the online Accommodation Request Form this request for an Other accommodation?

Answer



- *Yes. The TEA task force member will enter into the online Accommodation Request Form this request for an Other accommodation*
- *Once the TEA Accommodations Task Force has received detailed information about the need for this accommodation, an approval or denial will be communicated to the district testing coordinator.*



Question

- The district testing coordinator calls their TEA representative on the Accommodations Task Force to see if they can request that a third grade student use a calculator on the mathematics assessment. This student does not meet TEA's eligibility criteria for Calculation Devices, since he is receiving special education services as a student who is learning disabled in mathematics.
- Based on this information, is it likely that the TEA task force member will enter into the online Accommodation Request Form this request for an Other accommodation?

Answer



- *No. The TEA task force member will NOT enter into the online Accommodation Request Form this request for an Other accommodation*
- *Accommodations that fall into this category are only for students with disabilities who have unique needs that are not specifically addressed in the Accommodation Triangle. These accommodations are not intended for students who fail to meet established eligibility criteria for accommodations in the Accommodation Triangle.*



Question

- The district testing coordinator calls their TEA representative on the Accommodations Task Force to see if they can request that a student use a dictionary on the social studies, mathematics, and science tests. This student is receiving special education services and has a disability that affects memory retrieval.
- Based on this information, is it likely that the TEA task force member will enter into the online Accommodation Request Form this request for an Other accommodation?

Answer



- *No. The TEA task force member will NOT enter into the online Accommodation Request Form this request for an Other accommodation*
- *Accommodations that fall into this category are only for students with disabilities who have unique needs that are not specifically addressed in the Accommodation Triangle. These accommodations are not intended to provide additional supplemental aids not listed as allowable.*



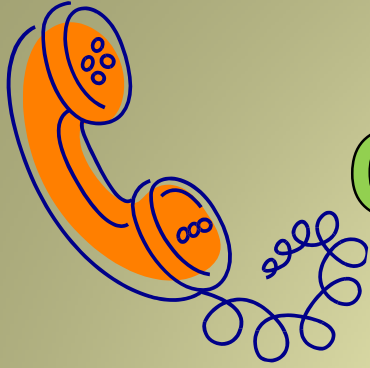
Question

- The district testing coordinator calls their TEA representative on the Accommodations Task Force to see if they can request that a student receive an Oral Administration since reading support in the classroom has proven beneficial. This student is not receiving special education or Section 504 services, nor is she identified with dyslexia.
- Based on this information, is it likely that the TEA task force member will enter into the online Accommodation Request Form this request for an Other accommodation?

Answer



- *No. The TEA task force member will NOT enter into the online Accommodation Request Form this request for an Other accommodation*
- *Accommodations that fall into this category are only for students with disabilities who have unique needs that are not specifically addressed in the Accommodation Triangle. These accommodations are not intended for students who fail to meet established eligibility criteria for accommodations in the Accommodation Triangle.*



Contact Information



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